



KING WILLIAM'S COLLEGE

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## King William's College

# Learning Support Policy and Procedure

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Helen Allan (Head of Learning Support)

Mike Roberts (Deputy Head Academic)

## **Learning Support Policy and Procedures**

### **The Isle of Man and Special Educational Needs**

The Isle of Man is a Crown Dependency and has its own parliament and government which have overview over all domestic matters. The island has never adopted the statementing of pupils nor, more recently, the Disability Act of 2010 and the policy for Special Educational Needs and Disability (SEND). Instead, the Isle of Man has developed The Equality Act 2017 which encompasses legislation passed over recent decades. This is currently being phased in, with the majority of the provisions expected to come into operation by January 2020.

King William's College has a Junior School, the Buchan School, with which close co-operation and liaison is maintained regarding Learning Support provision. As the two schools are based on different sites, however, this policy applies only to King William's College.

### **Aims**

- To provide every student with an inclusive education that provides access to a broad and balanced curriculum
- To identify students who have learning difficulties and to meet their needs as fully as resources will allow
- To promote an ethos of care, consideration and understanding in College
- To provide the individual with every opportunity to experience success and reach his/her potential

### **Objectives**

- Prior to admission, to identify students with learning difficulties through liaison with the Buchan School and island feeder schools. Visits are made to the schools to meet the children, liaise with teachers and to attend review meetings, as necessary
- To administer standardised literacy assessments on transition into Lower 4 to further identify pupils with learning needs. Results are used to assist setting in mainstream English groups
- Following referral from colleagues, to assess and gather evidence regarding pupils in other year groups who may need to access support, and to monitor the support provided
- To carry out the role of specialist assessor regarding access arrangements as defined by the relevant Examination Boards
- To disseminate information to teaching colleagues and liaise with them in determining any adjustments required for individual pupils

### **Identification of pupils with learning difficulties**

All students progress at different rates. All teachers in College teach students with learning difficulties and have responsibility for meeting their needs and differentiating their teaching, methods and materials.

Students are identified as having difficulties affecting their learning by the following:

- Teacher observation of a standard of written work not consistent with that expected for their age
- Significantly slower progress than that of their peers, starting from the same baseline
- Working at levels significantly below age expectations, particularly regarding literacy and numeracy
- Information received from a previous school, on transfer or in review meetings
- Considering information and assessments from other professionals
- Monitoring information of pupil progress in subjects by class teachers which may collectively raise concern at Common Room meetings
- Referral by class teachers who identify specific concerns in their subject
- Presenting persistent emotional and/or social difficulties forwarded by the pastoral team
- Assessment by the Head of Learning Support

## **Assessment**

Standardised literacy assessments are administered on entry into Lower 4 to determine baseline scores of the year group, identify students with any difficulties as yet unknown and to assist with setting mainstream classes by the English department.

When provision for an identified student has been made, yearly assessment takes place to monitor progress and is used, as necessary, as part of the development of a picture of need for any access arrangements for both internal and external examinations.

## **Provision for pupils with learning difficulties**

The College has one full-time teacher who fulfils the role of Head of Learning Support. She is supported by a full time Learning Support Assistant who is a qualified teacher.

Students currently listed on the Learning Support register who receive support are experiencing mild to moderate specific learning difficulties associated with the following:

- dyslexia
- dyspraxia
- mild ADHD
- Asperger Syndrome / ASD
- Numeracy

The department is well-resourced. Students work on programmes regarding the specific area(s) of need, and are encouraged to experience and accept challenges as part of their work ethic.

## **Types of provision**

When concerns are raised by a teacher, discussion takes place regarding additional help the teacher can provide within the subject area, eg differentiated work, a special arrangement, additional help in the subject clinic.

If further support is required, the following provision is considered depending on the level of need.

- A lunchtime “booster” lesson for reading, spelling, comprehension, handwriting and typing skills
- A support session before morning school, ideal for consolidation of work or for monitoring emotional/ social/ coping difficulties
- Withdrawal from a modern foreign language (all students are expected to continue with one language) which allows for additional help throughout the week and is considered for students experiencing greater challenges. This arrangement, requiring the consent of the Deputy Head Academic, can not be reversed
- In-class team teaching with colleagues in the English Department to deliver programmes e.g. spelling and punctuation, aimed at improving levels of literacy or filling gaps in knowledge, when timetabling allows
- In-class Mathematics support following liaison with the Mathematics Department, when timetabling allows
- In consultation with the Mathematics Department and when there is the need, withdrawal is possible from the mainstream Mathematics classes in Lower 4 to follow a Mathematics catch-up programme. The aim is for pupils to re-enter mainstream Mathematics lessons during the year or at the start of Upper 4 at the very latest.

## **Ethos of the Learning Support Department**

Learning difficulties are not considered a barrier to academic success. The Learning Support Department recognises that a pupil may experience a difficulty with learning a particular subject or with an aspect of their academic work for a temporary period, without necessarily having a permanent learning difficulty. The Department is committed towards supporting all students, as much as constraints allow, through the varied provision on offer, and maintaining a flexible approach at all times.

As a school teaching the International Baccalaureate (IB) Diploma Programme in the Sixth Form, and in line with the ethos of the IB, students throughout the school are encouraged to develop the ten attributes of the Learner Profile. The Learning Support Department is no exception and encourages students with learning difficulties to develop their skills leading to these attributes through the work carried out in the Learning Support Department. In addition to addressing their particular needs, pupils have opportunities to discuss and research, reflect on their thoughts, develop their own opinions, acquire an interest in current events and are generally encouraged to extend their knowledge of the Isle of Man and the wider world.

### **Learning Support and the Sixth Form**

Students with learning difficulties are able to study the International Baccalaureate (IB) Diploma Programme with support provision made available to them as necessary, arranged by self-referral or referral by a subject teacher.

At this stage, the role of the Head of Learning Support is more that of a facilitator, advising and liaising with colleagues regarding the best provision for the individual, or liaising with the Medical Centre regarding medical issues.

New students joining College in the Sixth Form can be assessed through teacher referral or to update records for possible access arrangements in external examinations if they have a previous history of need.

### **Learning Support and the Creativity, Activity, Service (CAS) programme**

As part of their work for the CAS element of the IB, Sixth Form students can opt to assist the Head of Learning Support during the lunchtime lessons that take place when additional help is given to younger students to improve their literacy skills. This may involve Sixth Form students carrying out paired reading, assisting with inferential comprehension exercises or testing spellings. Initial training and written guidance is given to the Sixth Formers to ensure their competence, and care is taken to buddy them with individual students requiring the support.

Apart from literacy skills, Sixth Formers also assist in revising areas of subject work with pupils working through the GCSE/IGCSE courses in preparation for their final examinations. The learning experience has proved beneficial over the years as Sixth Formers can show particular understanding towards areas of difficulty and build good relationships with the younger pupils.

### **Access Arrangements for Learning Difficulties (GCSE / IGCSE)**

Please refer to the (I)GCSE Access Arrangements Policy for further detail.

Access Arrangements are pre-examination adjustments for students with special educational needs, disabilities or temporary injuries. The arrangements are based on evidence of need and normal way of working within the school. In the case of temporary injuries this would be dealt with the Examinations Officer.

In the first instance, following referral, a student will be assessed within the school by the Head of Learning Support who is qualified as the school's specialist assessor as defined by the rules of the Joint Council for Qualifications (JCQ). In certain circumstances, such as very specific needs or those concerning social, medical or mental health, further professional assessment or advice may be required, payment for which must be borne by the parents of the pupil concerned.

If assessment for a learning difficulty is requested by parents from an external assessor, it is advised, in accordance with the rules of the Examining Bodies, that contact is made with the school so that a full picture of the student's needs and normal way of working can be established. A privately commissioned report may be rejected if the contents do not reflect the student's ability or contradicts with his/her normal way of working as observed within King William's College.

It is requested that any learning difficulties are stated on the admissions form so that discussion of provision and consideration of any access arrangements can take place.

Should a student with a learning difficulty move to another school, evidence in support of access arrangements will be forwarded upon parental request.

King William's College will not approve an access arrangement in the following circumstances:

- If an access arrangement for a student is requested but King William's College believes this is not reasonable in accordance with the regulations of the Awarding Bodies.
- If King William's College has not been notified of the learning difficulty as requested on the admission form at the time of entry, and is unable to put in place any expected provision/arrangement. This does not apply to referrals post transition.
- The arrangement involves unreasonable cost to King William's College.
- The arrangement involves unreasonable time scales to King William's College.
- If the learning difficulty is not deemed to have a substantial and long-term adverse effect, in accordance with the regulations of the Awarding Body.

### **Access Arrangements for Learning Difficulties (International Baccalaureate)**

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible and, to this end, they aim to authorise arrangements that are normally available to the candidate concerned. It should not be assumed, however, that agreement will always be given and the Head of Learning Support is required to provide information on the candidate's history of need, standardised assessment scores and usual way of working in the classroom to support requests for special arrangements.

### **Approval of Access Arrangements**

All Sixth Form requests for access arrangements must have the approval of the IB Co-ordinator. Other requests for access arrangements must have the approval of the Principal.

### **Sharing of Information**

Upon request, and with the consent of the pupil (in accordance with Data Protection regulations), the Head of Learning Support will forward to universities (or other relevant parties) information regarding the provision of access arrangements of applicants.

### **Learning Support Assessments**

The following assessments are available for use with pupils of this age range in King William's Co

- Wechsler Individual Achievement Test (Wiat-III)
- Wide Range Achievement Test (WRAT5)
- Raven's - Educational
- Detailed Assessment of Speed of Handwriting (DASH)
- Detailed Assessment of Speed of Handwriting 17+ (DASH 17+)
- Test of Memory and Learning (TOMAL 2)
- Gray Silent Reading Tests (GRST)
- Comprehensive Test of Phonological Processing Second Edition (CTOPP2)
- The British Picture Vocabulary Scale (2<sup>nd</sup> Edition) (BPVS-2)
- Conners Comprehensive Behavior rating Scales <sup>TM</sup> (Conners CBRST<sup>TM</sup>)

### **Related Policies**

- (I)GCSE Access Arrangements Policy
- Buchan Learning Support Policy
- ESOL Policy

- Language Policy
- Equal Opportunities Policy
- Word Processing Policy